

CHAPTER I

INTRODUCTION

A. Background of the Study

According to Pikunas (1976:58) “environmental influences consist chiefly of the intrauterine and physical environment, family, peers, school, community and culture. The other environmental influences affect the growing child, who develops traits and features largely congruous with parental traits but modified in terms of the total family constellation and external influences to which he or she is also exposed”.

Environment has a great deal in shaping someone behavior and personality. Each environmental situation acts independently to affect individual behavior (Pervin, 1984: 14). According to Hurlock (1979: 79) environment influences the personality pattern in three ways. It encourages of stunts the maturation of hereditary potentials, it provides personality pattern models which the individual uses as a guide and it either provides or denies needed learning opportunities.

Hurlock (1979: 79) states that:

Maturation depends upon the environment and so whether hereditary potentials will develop to their maximum will depend upon the kind of environment in which the individual grows and lives.

Looking for Alaska was published in 2005 by Dutton Children’s Books. It was John Green’s first novel. Inspired by his own education at Indian Springs School in Alabama, the book is set at the fictional Culver Creek Preparatory

School, an upscale high school fifteen miles south of Birmingham. The novel follows Miles Halter, a new junior at the school who is navigating the adolescent world of making friends, pranking the wealthy day students, finding romance, and searching for The Great Perhaps. The novel won the annual Michael L. Printz Award from the American Literary Association (ALA) and made the ALA's list for Top 10 Best Books for Young Adults (Green, 2005).

How It All Goes Down, Miles Halter is tired of his predictable and friendless life (check out the going-away party for him at the beginning of the book), so he decides to attend Culver Creek boarding school in Alabama for his junior year of high school. He tells his parents that he's going to seek a Great Perhaps, that there's something more for him (Green, 2005).

And there is. The story is split in two parts: before and after. Before, Miles meets the Colonel (real name Chip Martin), Takumi, and Alaska Young. The Colonel grew up in a trailer park, Alaska and her dad don't get along (mystery alert), and Takumi is just kind of there for a while. The three take Miles (nicknamed Purge because he's so skinny) under their wing and introduce him to the social order of campus, mischief-making, smoking cigarettes, and drinking. They have to avoid the Eagle—the aptly-named dean of the school—when they're creating mischief so they don't get brought before a peer jury and appropriately punished (Green, 2005).

Miles's favorite class is religious studies, taught by an old man nicknamed... the Old Man. He lectures all the time and makes Miles think about religion, philosophy, and life, and Miles loves it. Alaska doesn't (Green, 2005).

After Miles is hazed pretty hard by the Weekday Warriors (students who stay only during the week at the boarding school), his new friends vow to help him return the favor. Miles meets Lara, and goes on a triple date with her, the Colonel and his pseudo-girlfriend Sara, and Alaska and her college-aged

boyfriend Jake. The date ends with Miles getting a concussion from a basketball and rapping on Lara's shoes. Also, the date doesn't really mean anything, because Miles is well on his way to falling in love? lust? some combination? with Alaska (Green, 2005).

Time passes and Miles continues his involvement in shenanigans and obsessing about Alaska. He stays on campus for Thanks giving to try to get with her, but all he gets for his trouble is a sense of homesickness and confusion. Miles, the Colonel, Takumi, Alaska, and Lara pull an epic prank on both the Eagle and the Weekday Warriors that involves blue hair dye and fake progress reports, and during their hideout, all the friends find out that Alaska's mom died of an aneurysm right in front of Alaska when Alaska was eight... which explains a lot about Alaska (Green, 2005).

A couple nights later, Miles and the Colonel and Alaska are hanging out in Alaska's room. Both the Colonel and Alaska are drinking to celebrate the epic prank, but Miles isn't. Alaska and Miles make out a little (dream come true moment for Miles), but then Alaska gets a phone call from her boyfriend Jake because it's their eight-month anniversary. Ooh—drama. Then she freaks out and leaves campus in her car. Miles and the Colonel help her go by setting off fireworks on the Eagle's porch (Green, 2005).

After, all students are called to the gym the following morning for an announcement. The Eagle says that Alaska has died in a horrible car crash. Emotional train wreck ensues for all students... but especially for Miles and the Colonel (Green, 2005).

The Colonel and Miles are consumed with guilt. They flail about with each other, in classes, and with their other friends because they are caught up in how Alaska died, their culpability, and whether or not she committed suicide (Green, 2005).

The two friends try to unravel the mystery: they go to talk to the officer whose car Alaska hit, they steal a Breathalyzer from the Eagle's house to figure out how drunken Alaska actually was, and they talk to Alaska's ex-boyfriend, Jake. In the midst of this, they ignore both Takumi and Lara (she and Miles dated for like, a day). And at the same time, Miles is trying to come to grips with who Alaska was and who he wanted her to be (Green, 2005).

Then Miles and the Colonel, with Takumi and Lara (who have forgiven them for their single-minded grief), plan the most epic prank ever seen by Culver Creek Boarding School. It involves a class speaker, a stripper, and a lie told by Miles's father. Dedicated to the memory of Alaska, it is a huge success (Green, 2005).

Life marches on. Eventually Miles and the Colonel come to terms with their loss and grief and give up on the mystery of Alaska; then they throw themselves into their studies. The Old Man assigns a final exam essay that asks how each student personally gets out of their own labyrinth of suffering. Miles, finally, has some answers for the question and writes about them in his final exam, thus writing himself out of his own labyrinth of suffering about Alaska (Green, 2005).

There are four reasons why the researcher is interested to analyze this novel: first is because of character and characterization of the novel. Second is because of plot of the novel. Third, *Looking for Alaska* has a good quality novel. Fourth is because environmental protection that becomes the main issue of the novel is reflected well.

The first because of character and characterization in *Looking for Alaska*. This novel has a complex character. Pudge and Alaska are the major characters in this novel. Start with morning Miles from Florida, due to he

follows the last word from Francois Rabelais, and he wants fresh and cool air, but there are more things about preparation Culver Creek which is not. Alaska is a strong woman who can struggle in her heavy situation. She always think positively and believe on what her mind. “I may die young, but at least I’ll die smart”. The researcher will show more to the readers about the efforts of characters in *Looking for Alaska* novel to against environmental protection.

The second reason is because of plot of the novel. This novel uses traditional plot line. The first part of novel begins introduces the character of the novel, after that the conflict of the major characters. The conflict consists of rising action until climax and finally the resolution from the conflict.

The third reason, *Looking for Alaska* has a good novel in story and written technique by using “before the d-day” and “after d-day”. And the thing which was meant by D-day was the time when the girl as the major character of this novel passed away. So that, Miles was in big emotional to go on his life for his better life. This novel can also rise people’s spirit who already given up with his life due to be left by their lovely person.

The fourth reason is because environmental protection that becomes the main issue of the novelist reflected well. A fiction offers so much social problem. The author comprehends kinds of whose problem truely and be told through fiction as her thoughts, which is so interested to be analyzed using ecology theory.

Based on the illustration above about Pudge and Alaska to solve their problems in their life, the researcher is interested in analyzing the novel with the title: **ENVIRONMENTAL PROTECTION IN JOHN GREEN’S *LOOKING FOR ALASKA* NOVEL (2005): AN ECOLOGICAL APPROACH.**

B. Literature Review

The researcher is getting some difficulties to find in internet a literature as reference. The study on John Green's "2005" is not already researched yet in UMS and UNS, as the writer knows. The researcher has researched through local and digital libraries and found none of it. Library of UMS have reported zero call on the research of *Looking for Alaska*. Thus, this study is first ever conducted at least in UMS. It will focus on the Environmental Protection in John Green's *Looking for Alaska* Novel (2005): An Ecological Approach.

C. Problem Statement

The problem statement of the study is "How is the Environment Protection in John Green's *Looking for Alaska* Novel?"

D. Limitation of the Study

The researcher focuses this research in analyzing environmental protection in John Green's *Looking for Alaska* novel published in 2005 using Ecological Approach.

E. Objective of the Study

Conducting the research, the researcher formulates the objectives of the study, as follow:

1. To analyze the John Green's *Looking for Alaska* (2005) novel based on structural elements of the novel.
2. To analyze environmental protection in *Looking for Alaska* (2005) based on ecological approach.

F. Benefit of the Study

The benefits of this study are as follows:

a. Theoretical Benefits

This study gives contribution and information to the larger body of knowledge, an academic reference by other researchers to conduct further research and particularly literary studies on *Looking for Alaska* novel.

b. Practical Benefits

To get better understanding of the novel, in literary field as references to other researchers in analyzing the novel especially based on ecological approach.

G. Research Method

1. The Type of Research

The type of research, which is used by the writer, is descriptive qualitative research. Descriptive qualitative is a type of research which results the descriptive data in the form of written or oral words from the observed object.

2. Object of Research

The object of research is *Environmental Protection* that is reflected in *Looking for Alaska* (2005) written by John Green and publishing by Happer Collins Publisher UK. It is analyzed by using an ecological approach.

3. The Type of Data Source

a. Primary Data Source

The primary data source in this research is *Looking for Alaska* novel (2005) written by John Green. The data involve dialogues, characters, action and the whole narration, which are relevant to the subject matter of this research.

b. Secondary Data Source

Secondary data sources are taken from other materials related to the data required such as from internet, some of guided books, and the notes which taken by the writer when reading the novel.

4. Technique of the Data Collection

The technique of data collection is the researcher reads the novel repeatedly and tries to imagine and understand the novel. Then she takes notes and underlines the important words, phrases of the sentences, which are related to the study. Next, she tries to relate the data collected and the point of discussion.

5. Technique of the Data Analysis

The technique used in analyzing data is descriptive analysis. It concerns with the structural element of the novel and ecological approach.

H. Research Organization

The research organization of *Environmental Protection John Green's Looking For Alaska Novel (2005): an Ecological Approach* to make it easier to be understood are follow:

Chapter I is Introduction, it consists of Background of the Study, Literature Review, Problem Statement, Limitation of the Study, Objectives of the Study, and Benefits of the Study, Research Method, and Research Organization.

Chapter II is Underlying Theory, consisting of Ecology of Literature, Major Principles of Ecological, The notion of Environmental Protection, Structural Elements of the Novel, and Theoretical Application.

Chapter III is Structural Analysis of *Looking for Alaska* novel; it covers (1) The Structural Elements *Looking For Alaska* novel; it consists of Characters and Characterization, Setting, Plot, Point of View, Style and Theme.

Chapter IV is Ecological Analysis of *Looking for Alaska* novel and Discussion.

Chapter V is Conclusion, Pedagogical Implication and Suggestion.